NTACT THE COLLABORATIVE | National Technical Assistance Center on Transition

PRACTICE DESCRIPTION

Person-Centered Planning to Support Students in Developing Future Expectations

(Research-Based Practice)

What is the evidence base?

This is a research-based practice for **students with disabilities** based on one methodologically sound group experimental design study with random assignment across 47 students with autism.

Where is the best place to find out how to do this practice?

- Inclusive Solutions
- Making Dreams Happen: How to Facilitate the MAPS Process
- LifeCourse Nexus

With whom was it implemented?

- Students with
  - Autism (*n* = 37)
  - Asperger Disorder (*n* = 8)
  - Pervasive Developmental Disorder (*n* = 2)
- Ages 16-19

What is the practice?

Person-Centered Planning is a process that provides the opportunity for individuals with disabilities to be active participants in their transition planning. More active participation in the transition planning process is associated with more positive vocational rehabilitation outcomes. Planning facilitators work alongside the student and family to select personnel for the planning group. The facilitator meets with the student as needed (about three to five meetings) to help prepare them for maximum participation in planning meetings. Once initial ideas were generated, school and adult service personnel were invited to join the meetings discussing the student's final plan.

The final plan consists of the following: (a) history; (b) who you are today; (c) strengths and accomplishments; (d) supportive people and resources; (e) what works and what doesn't work; (f) visions for the future; (g) fears, concerns, and barriers; (h) goals; (i) next steps and follow-up.

During meetings, participant comments should be documented (e.g., on flip-chart paper, poster-board, etc.), photographed, and shared with the participants. During meetings facilitators should work to ensure that all participants are able to contribute, the focus is on the individual student, planning is provided at the individual's pace, and ground rules are established (e.g., time limits per person, avoiding critical comments, etc.).

Accommodations should be provided as needed to ensure the individual students' participation. Some accommodations may include: (a) informal meetings between the facilitator and student prior to the start of the planning to help develop rapport; (b) preparation meetings with the student prior to a group meeting to discuss the agenda and participation strategies; (c) provisions for students to take breaks during meetings as needed or participate for designated parts of a meeting, with periodic summaries of discussions to support students during absence; (d) provisions for students to participate by listening-in and interjecting from an adjacent room or the other end of the room; (e) allowing students to participate by writing notes to be read to the group or posted on flip-chart paper using an assistive communication device; and (f) distant participation when needed.

Where has it been implemented?

- Public High School

How does this practice relate to Common Core Standards?

- **CCSS.ELA-LITERACY.CCRA.L.3** – Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

How does this practice relate to the Common Career Technical Core?

- **Plan education and career path aligned to personal goals.** Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals.
- **Act as a responsible and contributing citizen and employee.** Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others.
- **Apply appropriate academic and technical skills.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive

References used to establish this evidence base:

Hagner, D., Kurtz, A., Cloutier, H., Arakelian, C., Brucker, D. L., & May, J. (2012). Outcomes of a family-centered transition process for students with autism spectrum disorders. *Focus on*

Autism and Other Developmental Disabilities, *27*(1), 42–50. https://doi.org/10.1177/1088357611430841

Kurtz, A., May, J., Hagner, D., & Cloutier, H. (2014). Person-centered planning for transition-aged youth with autism spectrum disorders. *The Journal of Rehabilitation*, *80*(1), 4–10.

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